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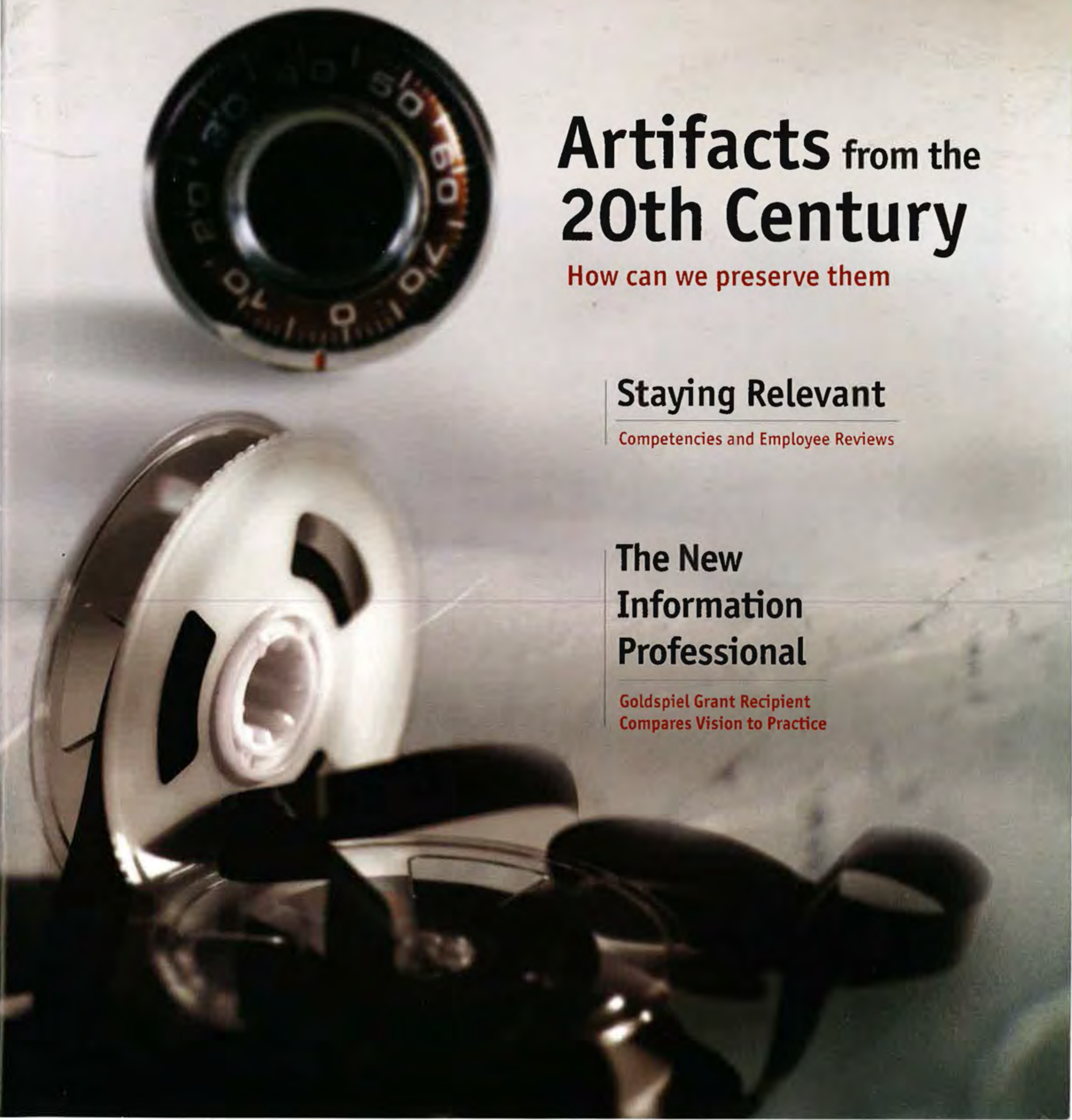

Artifacts from the 20th Century

How can we preserve them

Staying Relevant

Competencies and Employee Reviews

The New Information Professional

Goldspiel Grant Recipient Compares Vision to Practice


Climatologist
Librarian
Polar scientist
Expedition medic

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Historic pop culture items are locked in corporate vaults. How can we preserve them for future generations? Charlene Cunniffe, deputy chair the Nashville 2004 Conference Committee interviews Bill Ivey, a keynote speaker at SLA's 2004 Annual Conference in Nashville, provides some answers and solutions to what he describes as a looming crisis around the access to and the preservation of America's 20th-century cultural heritage.

21 **Competencies and Employee Reviews**
"While nobody can make themselves "bulletproof" against the slings and arrows of outrageous layoffs", says Cindy Romaine, librarian at Nike, Inc., "there are strategies and tools that can make the process less painful." She discusses one of those tools, SLA's Competencies for Information Professionals in the 21st Century and how it can be used to strengthen and expand your options as an information professional.

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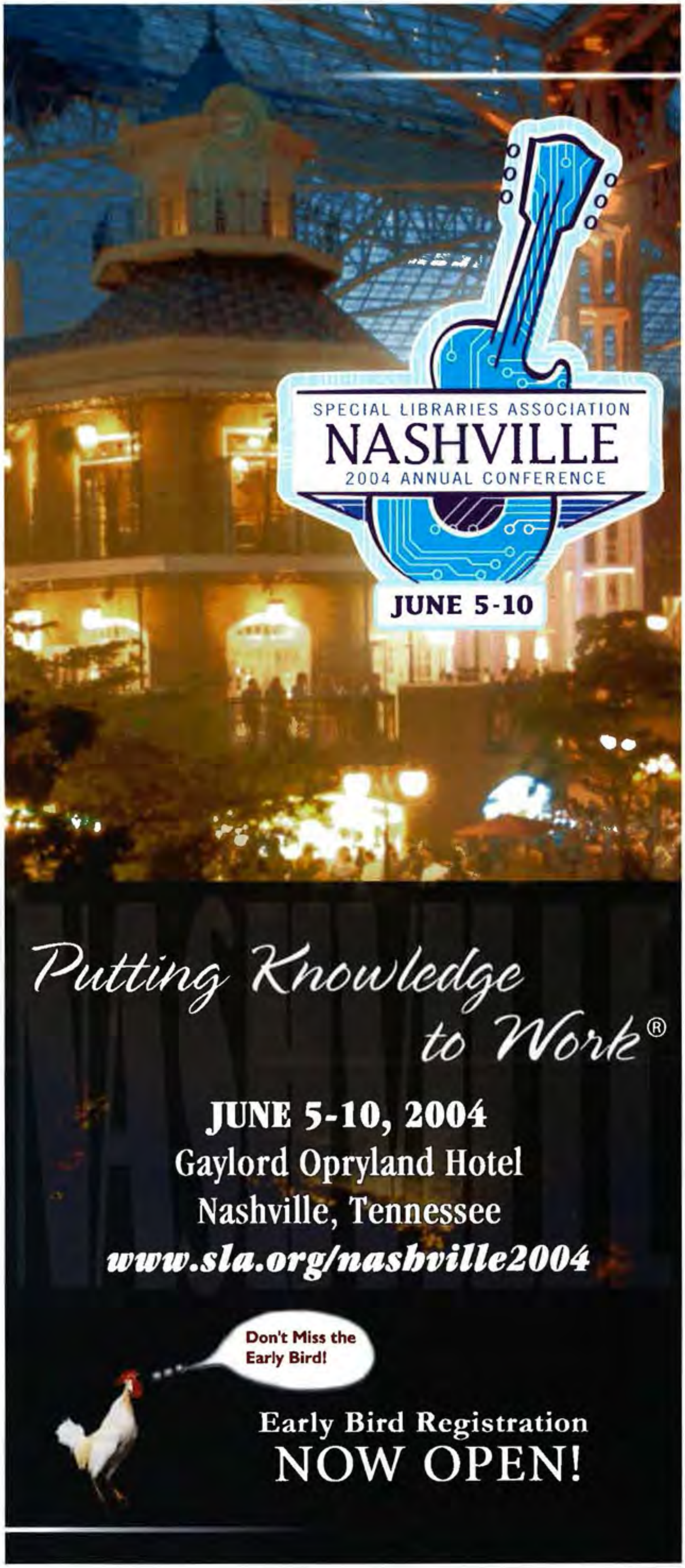

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Publisher **Douglas W. Newcomb**
Editor **Loretta Y. Britten**
(Editor@sla.org)
Associate Editor **Stephanie A. Russell**
Assistant Editor **Tamara Coombs**
Contributing Editor **Stephen Abram**
Contributing Editor **Laura Gasaway**
Layout & Design **Nathan Yungkans**
Advertising Sales **Vivian Cohen (240) 243-2250**
(Vivian@sla.org)

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executive outlook

Leading Change For New Growth

By now, you are aware that the SLA Board of Directors adopted a new policy to do business as SLA. This action by the Board is an exciting move in the spirit of the new vision and mission statements–focusing on globalization, innovation, and promoting and strengthening our membership. It flows directly from the Association's desire to be more global in perspective, and builds on the recent steps we've taken to make membership for those outside of North America more attractive.

The decision to do business as SLA was spearheaded during recent discussions at the SLA Leadership Summit in Albuquerque, New Mexico. After reaching the assessment that the name "special library" is not recognized outside of Canada and the United States, the Board, with support from the chapter and division leadership, subsequently took formal action to use the SLA acronym as a DBA model.

Doing business as SLA is an exciting move that positions the Association for growth. It lowers barriers and simplifies our ability to position the Association in new and diverse market segments. It takes that step using an already familiar appellation.

It is important that we emphasize that use of the Association's acronym as a DBA is not a name change but a business practice that gives us the flexibility to target our communications to specific audiences. Most of us refer to the Association as SLA in everyday conversation and in writing. The Special Libraries Association is still the official name of SLA. If and when a name change comes up, the members will have the right to vote as stated in the Association's Bylaws.

For the present, we've updated our visual identity to reflect the Board's decision. You will notice that the logo has been updated and appears more active and dynamic. We replaced "Special Libraries Association" with the SLA acronym, and with the assistance of the Public Relations Committee created a new tagline: "Connecting People and Information." The new visual identity has been integrated into our publications, marketing materials, e-newsletters, advertising, exhibit imagery, and our new headquarters building. We have also encouraged SLA units to integrate the new visual identity into their existing and future marketing and communications materials in order to maximize the value of our global network.

Since the implementation began, we've heard from many SLA members and others in the global community of information professionals, and most responses have been quite positive. We encourage you to continue sending your suggestions and feedback on the DBA model or SLA's new visual identity to communications@sla.org. For additional information, contact John Crosby, SLA's chief marketing strategist (jcrosby@sla.org, 202-939-3629).

Janice R. Lachance

Janice R Lachance

SLA Executive Director

letter to the editor

Dear Editor:

Catherine Dimenstein's article "Executing a Library Move...a Planned Approach to Moving Your Library" [Jan 2004/vol 8 no.1] contained much information useful to anyone faced with the prospect of moving a library, especially on short notice. As a librarian who has moved many libraries and now moves libraries for a living, I have a couple of points to add.

Planning

This is a crucial element of any move and cannot be stressed enough. Start by carefully examining your current collection. As Ms. Dimenstein said, this is the time to weed ruthlessly. You do not want to move items yourself or pay a mover to move them and then throw them out. If you are going to less space, you may even consider storing items in other locations.

In addition to weeding your collection, a move is a good time to consolidate pieces of the collection or improve the flow. This is fairly easy to do. The key is to mark those sections of your material very clearly and to supervise the packing and unpacking.

Another important aspect of planning is to measure your current collection. Depending on how much advance notice you have, this can be done "shelf by shelf" or in a more approximate way. The shelf by shelf method involves taking a yardstick and measuring to the half inch how much material is on each shelf. This gives you an exact number of linear feet for your current collection. You can see how much space each component of the collection (reference, circulating items, periodicals, company reports, etc.) occupies. This information is important in planning the layout of your new space. A quicker method is to count the number of shelves for each component. Be sure to measure a shelf to see exactly how long it is; a 36-inch shelf is seldom exactly 36 inches; it can be 35¼ or 35½ inches.

Once you've measured your collection, look at the plans for your new space. Do you have less, the same, or more shelf space available? Using your current number of linear feet, you can determine how much extra (empty) space you'll have. Now you can decide where you want this extra space to fall - usually in those parts of the collection that grow the fastest. Then you can plan or lay out the collection, indicating where the empty space should be. Among the options might be to leave the top (or bottom) shelves empty. Another choice is to leave 6 inches or some other measurement empty on each shelf. The amount of empty space will vary for different parts of your collection.

Having measured your collection, you will know approximately how many book carts (see packing) or boxes you'll need to pack your collection.

Packing

It is very important that material be packed and unpacked in correct order. If you are fortunate enough to have a professional library moving company, keeping items in order will be a basic part of the move. Unless the material has to be hand carried up or down stairs, most movers will use large book carts. Each cart holds at least 10 linear feet. We double-tag our carts, and if they are leaving a building, we also shrink-wrap them. Shrink-wrapping protects the material from the elements and holds it in place on the cart. Carts are loaded in order, top shelf to bottom, left to right, and numbered accordingly (R-1, R-2 for Reference). Then the carts are unpacked in the same order. We ask that the "shelf fill ratios" (i.e., the amount of empty space on the shelf) be indicated by inserting a card in the first book of each component.

Using carts makes the move much easier; however, be aware that a packed cart weighs several hundred pounds and is not easy to move. We do not recommend that library staff pack and move these large book carts. If movers or maintenance people will be moving the material for you, be sure they are aware of the weight, especially before using elevators.

Shelving

It is important to check the layout and setup of your shelves. If they are new, this is somewhat easier. Once the shelves have been installed, go over to your new space with a tape measure and your plan. Count each range, and within each range the number of shelves/openings. Pay attention to any parts of your collection that are taller than normal. Do you have material that is 13 to 15 inches tall? If your shelves are set for six or seven openings, these books will not stand up. Can you remove a shelf or two, or do you need every shelf? Also look at the ceiling. Where are the lights? Are they over the tops of the shelves or over the aisles? It's hard to find material if the aisles are not well-lit.

If you are reusing shelves, be sure that the movers/installers take them apart carefully. They need to keep track of all the various pieces (supports, end panels, shelves, brackets, and especially all hardware).

Miscellaneous

Items you want to have on hand include several types of screwdrivers, a hammer, rubber mallet (especially good for readjusting shelves), WD-40, paper towels, and a general cleaner. Bring water and snacks (your cafeteria may not be open). Wear comfortable clothes and sneakers – you'll be on your feet a lot. Consider getting or using cell phones with a walkie-talkie feature to make communication easier between origin and destination. Finally, try to maintain a sense of humor.

Robin Holab-Abelman,
Vice President,
Library Relocation Services
Clancy Cullen Storage Co. Inc.
Bronx, NY

Information Outlook welcomes your comments. You may send via e-mail to editor@sla.org. Please include contact information for verification.

making news

Michigan Chapter Celebrates Diamond Anniversary

Michigan Chapter of SLA will mark its 75th anniversary May 13, with a reception and dinner in Dearborn.

The festivities start with a free afternoon reception at the Henry Ford Centennial Library, in Dearborn. Stephen Abram, an expert on technological trends in the information profession, will speak on "Celebrating the Past, Creating the Future."

Abram, an *Information Outlook* columnist, is president elect of the Canadian Library Association and the 2003 recipient of SLA's John Cotton Dana Award.

Dinner will be at the Dearborn Inn.

SLA President Cynthia Hill also will join the chapter for its diamond anniversary party.

For more information, contact: Kathy Irwin, kmirwin@umd.umich.edu, (313)593-5598, or Alice Pepper, pepper@freepress.com (313) 222-5135.

Simmons, Harvard Team to Train Iraqi Librarians

Responding to the devastating effects of war on Iraqi libraries, the Simmons Graduate School of Library and Information Science (GSLIS) and the Harvard University library system are launching a joint program to train Iraqi librarians and archivists.

The program will help modernize Iraqi libraries and address Iraq's serious shortage of professional librarians. The program links the Simmons GSLIS with the library and information science professionals of Harvard University, which is home to the world's largest academic library.

The National Endowment for the Humanities (NEH) has awarded Simmons and Harvard $100,000 for the two-year project. The grant is part of the NEH program "Recovering Iraq's Past," which funds projects to help rebuild Iraq's cultural heritage.

The program will begin in May, when a team of Simmons faculty and Harvard librarians meet with Iraqi librarians in Amman, Jordan, for a curriculum-planning retreat.The Iraqis will identify their training needs for rebuilding collections and modernizing their library systems. Training areas may include preservation, cataloging, collection development and management, and automation and online information systems.

Once training needs are identified, Simmons faculty will teach graduate library courses for Iraqi librarians. In collaboration with Harvard librarians, Simmons faculty will oversee a series of special projects and serve as long-term mentors via the Internet.

Michele Cloonan, dean of the Simmons GSLIS and principal investigator for the NEH grant, noted that more than two decades of war and economic sanctions, as well as the chaos of the recent regime change, have left the centuries-old Iraqi book and manuscript collections with a "vast array of problems" and few librarians with contemporary professional training and expertise.

"For years, resources were withheld from cultural institutions in Iraq," Cloonan said, "and the recent war has resulted in widespread destruction. Librarians were cut off from technological and professional development. The United States has some of the best library and information science programs in the world, and we're pleased to be able to bring our training to the Iraqis. So much has changed in library and information science since the Iran/Iraq war two decades ago. The Internet wasn't even in use."

In addition to taking library and archival courses, the Iraqis will work with Simmons and Harvard library specialists on special projects that the Iraqis identify as most needed to rebuild their contemporary and historic collections and to modernize their library systems.

The Simmons and Harvard organizers hope that some Iraqi librarians will rejoin their international colleagues at the 2005 International Federation of Librarians and Archivists conference in Oslo, Norway.

The Simmons GSLIS directed a similar library-rebuilding program (begun in association with the Harvard-Yenching Institute) in Vietnam, through which Vietnamese students earn their master's degrees in library and information science at Simmons. Today, the Vietnamese graduates of the Simmons program are library leaders in Vietnam.

In addition, the ongoing Bosnia Library Project, based at and supported by Harvard University, has helped rebuild destroyed and damaged Bosnian library collections since early 1996.

For further information about the Simmons Graduate School of Library and Information Sciences, go to http://www.simmons.edu/gslis. For information about the Harvard library system, go to http://lib.harvard.edu.

European Group Refurbishes Baghdad Library

The European organization Cultural Emergency Response (CER) has helped refurbish the reading room of the central library of the University of Baghdad, damaged during the war in Iraq.

The decision to help refurbish the reading room followed a report on the damage to archives and libraries caused by the war and the subsequent looting by French Inspecteur Génèral des Bibliothèque Jean-Marie Arnoults, in France,. Arnoult, an authority on archives and libraries in Iraq, took part in the second UNESCO mission last July and made a number of recommendations for action.

CER, a joint initiative of the Prince Claus Fund of the Netherlands and the International Committee of the Blue Shield, allocated the funds. The money was used to buy tables, chairs, and computer equipment.

Ryerson University Expands Chat Service

The hours for the Ryerson University Library's Ask a Librarian LIVE service–which has provided online, real-time, library-use assistance since 2001–have been extended to meet demand. Users can log on to ask a question or get help navigating the library's website, catalogue, or electronic resources.

"Given that many of our students and faculty conduct their research at home, on other parts of the campus, or even on different floors of the library, Ask a Librarian LIVE has proved to be a vital resource that brings the expertise of the librarian to the user in a whole new way," said Diane Granfield, coordinator of virtual reference services at the library.

Students enrolled in the library and information science program at the University of Toronto's Faculty of Information Studies have been hired to staff the expanded hours in the pilot project.

British Library Joins Digital Library Federation

The British Library has become the first strategic partner of the Digital Library Federation (DLF) from outside the United States.

"I am delighted that the British Library has accepted our invitation to join," said David Seaman, executive director of the DLF. "We are a fast-moving consortium of very active academic digital libraries, and we treat growth-with caution, so as not to undermine our nimbleness of operation; however, the addition of one of the world's great libraries will significantly enrich our collaborative work and will provide a vital perspective to our endeavors."

Former Librarian of Congress Dies

Daniel J. Boorstin, prize-winning author and Librarian of Congress from 1975 to 1987, died February 28 in Washington, D.C.

Boorstin wrote more than 20 books, including a trilogy on the American experience and one on world intellectual history. He won the 1973 Pulitzer Prize in history for *The Americans: The Democratic Experience*, his final book in the American experience trilogy. Boorstin was also a lawyer and university professor.

During his term as Librarian of Congress, Boorstin established the Center for the Book to encourage reading and literacy. In addition, he spearheaded what became a 10-year project to completely renovate the Thomas Jefferson Building of the Library, which was built in 1897.

Boorstin served as Librarian of Congress Emeritus from the time of his retirement in 1987 until his death.

Nielsen & Bainbridge To Sponsor Library of Congress Sponsorships

The Nielsen & Bainbridge Corporation, a manufacturer of products that preserve artwork, will sponsor a fellowship in conservation science at the Library of Congress. The 12-month fellowship will begin in the fall of 2004 and offer a $35,000 stipend.

"We are delighted to have an opportunity to partner with Nielsen & Bainbridge on this important research endeavor and look forward to how the results can help the Library of Congress and libraries everywhere preserve their book, paper, and film collections," said Associate Librarian for Library Services Deanna Marcum.

The goal of the fellowship, located in the Library Services, Preservation Directorate, Research and Testing Division, will be to conduct research into the effects of zeolites (molecular sieves) on the long-term stability of library materials and to develop practical library applications for this technology. An element of the fellowship involves working closely with scientists from the Getty Conservation Institute in Los Angeles who have conducted research into zeolites.

Individuals interested in applying for the fellowship should submit a cover letter describing their interest, a resume that outlines pertinent experience, and the names of three references who can attest to candidates' qualifications. Applications should be sent to Mark Roosa, director for preservation, Library of Congress, 101 Independence Ave., SE, Washington, DC 20540-4500. Applications received by May 15, 2004, will be given first consideration.

The Library of Congress has one of the most extensive preservation programs for library materials in the world. Each year the Library's preservation staff provides preservation treatment for about 500,000 items from a collection of nearly 128 million items in all formats. For additional information, visit the Preservation Directorate's website at www.loc.gov/preserv.

How You Can Support SLA's Mission

SLA's annual campaign continues to seek support from leading businesses and individuals who care about the advancement of special libraries.

Special libraries are crucial to the maintenance and use of information tailored to the needs of professionals, scholars, scientists, business people, and government decision-makers. SLA supports programs that will enhance the profession in the new Information Age.

Support from members and providers helps SLA meet its mission of promoting and strengthening the professionalism of its members through learning, advocacy, and networking initiatives.

You may send your annual contribution to: Lashawn Charlton, fund development director, SLA, 1700 18th Street, NW, Washington, DC 20009.

If you need more information on the campaign please call (202) 929-3631

New Search Engine Locates NAICS, SIC, IRS Business Activity Codes

A new, free search engine helps librarians, accountants, business owners, and anyone who needs to identify the appropriate North American Industry Classification System (NAICS) Code or the Internal Revenue Service (IRS) Business Activity Code (based on the NAICS system) for a U.S. business.

The URL is www.naicscode.com.

The IRS Business Activity Code is a required line on a business tax return. IRS Business Activity codes, formerly based on the SIC Code system, are now based on the 2002 NAICS system. Having the wrong code assigned may increase the risk of an IRS audit.

Information professionals who research companies for marketing have an immediate need to find the right NAICS codes, and the equivalent SIC codes, for their competitors and customers to ensure accurate analysis.

The major transition from the use of SIC codes to NAICS codes is well underway. This new search engine expands the tools for making the transition.

Policies Nonexistent in Almost Half of Companies

Nearly half of American companies haven't adopted records retention policies for e-mail and other electronic documents, despite the serious issues raised about corporate records keeping over the past two years.

In a new survey of 2,200 records managers, 47 percent said their company does not include electronic records in its retention and destruction schedules. Nearly 6 in 10 companies (59 percent) reported having no formal policy concerning the retention of e-mail.

Some 46 percent of companies reported having no system for placing holds on records in the event of pending litigation or a regulatory investigation–leaving open the possibly that records critical to a legal matter could be destroyed. Moreover, 65 percent said their company's hold order policy, if one existed, did not include electronic records.

According to the survey, unlike paper records being overseen by certified records managers, the information technology department handles oversight for electronic records in 71 percent of companies.

Yet two-thirds (67 percent) of records managers surveyed said their colleagues might be computer experts but that they don't understand the concept of "life-cycle management" – a principle of records management that concludes that documents have a life and, ultimately, a death.

"E-mail and electronic documents need to be treated as records, not data," said John F. Mancini, president and CEO of AIIM International. "Without a set program for destruction of outdated e-records, a company faces the possibility that a subpoena will require the retrieval and legal review of so many e-mails and other electronic files that the most economical decision is to settle the case."

The ARMA International and AIIM International survey was conducted by Cohasset Associates Inc. ARMA International and AIIM International are associations for the records and information management profession. To read a full report of the electronic records survey, visit www.merresource.com/whitepapers/survey.htm.

Meet the 2004/05 Board of Directors-Elect

Ethel Salonen
SLA President-Elect

Join me in congratulating the newly elected officers to the 2004/05 SLA Board of Directors. The 2004 Nominating Committee presented to us a very strong slate of candidates. This committee is instrumental in determining the future direction of our Association and I thank them for their hard work. I look forward to working with the newly elected board members along with the continuing Board. We have a lot of exciting plans for the new Association year and we will work together with the membership, unit leaders, and our Association colleagues to "Make it So!"

Board of Directors-Elect

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President-Elect

Trudy Katz
Division Cabinet Chair-Elect

Patricia Cia
Chapter Cabinet Chair-Elect

Susan Klopper
Director

Dan Trefethen
Director

2004/05 Board of Directors Meeting
SLA Annual Conference · June 9, 2004
Nashville, TN USA

Continuing Board of Directors

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Gloria Zamora, Sandia National Libraries
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Brent Mai, Concordia University
Jesus Lau, UACJ-Universidad Autonoma de Ciudad Juarez
Barbara M. Spiegelman, Spiegelman Group
Renee Massoud, KPMG LLP
Lynne McCay, Library of Congress

SLA
Connecting People and Information

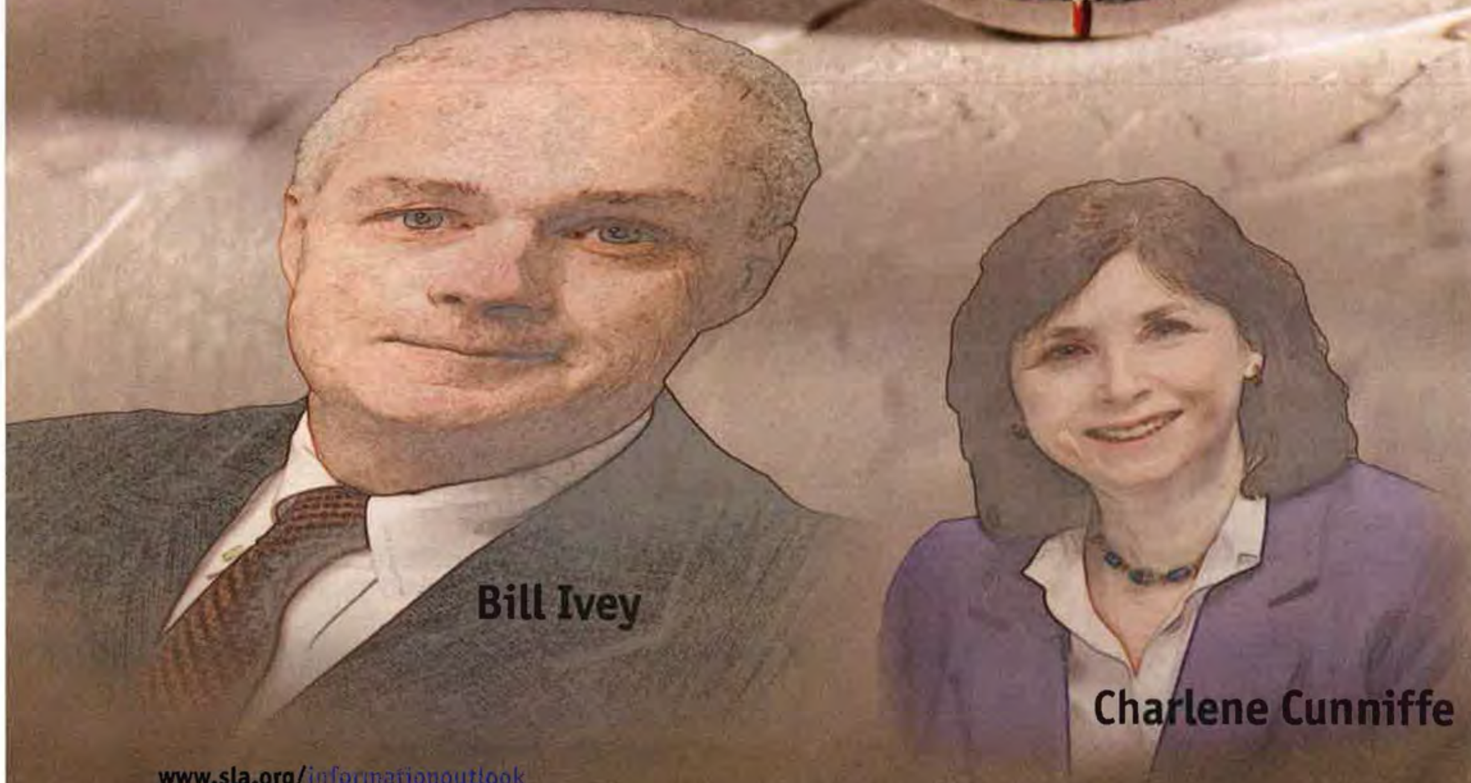
Artifacts from the 20th Century

Historic Pop Culture Items Are Locked in Corporate Vaults. How Can We Preserve Them for Future Generations?

An interview with Bill Ivey

Bill Ivey, a keynote speaker at SLA's 2004 Annual Conference in Nashville, is the Harvie Branscomb Distinguished Visiting Scholar and director of the Curb Center for Art, Enterprise, and Public Policy at Vanderbilt. He is also a Senior Fellow at the Center for Arts & Culture, a Washington, DC, think tank. Formerly, he was director of the Country Music Foundation and chairman of the National Endowment for the Arts.

He was recently interviewed by Charlene Cunniffe, deputy chair the Nashville 2004 Conference Committee, Chair of the Legal Division, Secretary of the Southern Appalachian Chapter and a member of the Local Arrangements Committee for the Nashville 2004 Conference . She is director of research Services at the law firm of Bass, Berry & Sims PLC, which has offices in Nashville, Knoxville and Memphis, Tennessee.



Bill Ivey

Charlene Cunniffe

Cunniffe: You've told me you are anxious to speak to special librarians. Why?

Ivey: Well, I have become convinced over the last three or four years that there is a looming crisis around access to and preservation of America's 20th-century cultural heritage.

Librarians, especially those librarians that deal with special collections, have been on the front lines of preservation for decades, and to me, speaking to this group allows me to launch what I hope is an important public policy conversation in front of an audience that has already been grappling with these issues for half a century.

Cunniffe: And are you saying that this is a unique 20th-century issue, or is there some technology issue, some other reason why you feel the 20th century is the important century to concentrate on?

Ivey: Well, at the beginning of the 20th century, a number of new technologies came along that allowed us to capture as what I would call heritage artifacts, the kind of – a kind of art that had until that time been ephemeral.

I'm thinking of dramatic and musical performances captured on film, music captured on audio recordings, spoken word captured on audio recordings, and then the transcriptions of the first radio broadcasts, and more recently, the recordings of moving image material that's generated by television.

Those technologies, combined with performances and spoken word, have created a vast, vast set – just a vast quantity of heritage material that for the most part is held by, owned by, controlled by the corporations that originally created these products as works for hire.

And these collaborative art forms – movies, radio and television programs, sound recordings, which bring many kinds of talents into the process of creating a single final product – this kind of art, this collaborative art, ends up being owned and controlled not by the individual creative players but by the corporation that in a sense brought them all together.

We do have a unique preservation challenge when it comes to these materials that were only made possible by the technologies that came along early in the 20th century. So while our preservation challenges go back over the centuries, and involve print and manuscripts of all kinds, it's my opinion that the 20th century presented us with a unique set of challenges, both in terms of the character of the material itself and the fact that it was simultaneously cultural heritage and some company's assets.

Cunniffe: So is the timing of the internationalization of companies at a point at which we still have not put all of our cultural artifacts in one available pool? Is part of the motivation that you have that we don't put a copy of every recording in the Library of Congress, that we don't put a copy of every old shaped-note reading-type material that we find in the Library of Congress? There's no repository or centralized location for our cultural heritage? Is that part of this?

Ivey: Well, certainly the consolidation of media companies, and the fact that these media companies are in many cases not of U.S. ownership, has exacerbated the problem, because what it means is preservation and access decisions are now often made at a remote location, culturally and geographically.

And even though our public institutions, like the Library of Congress and the Smithsonian Institution, have done a remarkable job of gathering in copies of much of this material, their work points out the fact that working with 20th-century heritage, what I call intangible cultural heritage, is a special problem in part because, even if you preserve it, because it's a company's asset, your ability to provide public access to it may be seriously limited.

So we have in the case of this kind of heritage a dual question – and the questions are linked – that is, how do we preserve it and how do we provide reasonable public access? It's one thing to know that there is a copy of a great performance on the shelves at the Library of Congress. It's quite another thing to know that, as a citizen, you have at least some reasonable right to have access to that, to watch it, to hear it, to look at it. And we have to, I think, address the two challenges together.

Cunniffe: Could you give us a sense from your background of how you came to these conclusions? I mean, you've had quite a long history in the Country Music Foundation and National Endowment for the Arts and at the Library of Congress now, as well as here at Vanderbilt at the Curb Center [for Art, Enterprise, and Public Policy]. How did this – inform this ...

Ivey: I've been very fortunate in the sense that even though I've had several different positions over the years, I've been able in one way or another always to work with some aspect of America's cultural heritage. For me, my interest in these challenges really began in the 1960s when I was in graduate school. I actually for a time had the opportunity to pretend to be a librarian. I held the title of cataloguer in an institution called the Archives of Traditional Music at Indiana University.

And that archive primarily housed original field recordings of traditional music from many cultures in many parts of the world, and that gave me insight into both the challenges of preserving, for example, recordings of Native American singers made on cylinders, on wax cylinders by anthropologists in the early 20th century. And also the challenge of rights in the sense that there were chunks of the collection that were made up of copyrighted materials, either things that had been written by songwriters, or that were in fact taped copies of commercially released recordings of historical and folkloric importance. And so that was the beginning of my encounter with some of these issues.

When I joined the staff of the Country Music Foundation, it was initially to run the Country Music Hall of Fame's library. I think I got that job because of my experience with the Archives of Traditional Music. Now very quickly, within months, I became the director of the foundation, and the library became just one of a number of responsibilities.

But I moved from an archive that dealt with primarily original recordings, field recordings of an anthropological or folkloric character, to a very large archive of commercially released disks of historical country music. And over the years, that collection grew to what I think today is well in excess of a million performances... My work with that collection taught me two things. One is how limited our public investment is in the preservation of these 20th-century materials, and how challenging are the issues of ownership and rights that are embedded – in the case of the Country Music Hall of Fame, in historical recordings and historical films.

Not only through corporate ownership, but through union and guild contracts, the rights of composers that might be attached to a particular television program. And what you find as you look at 20th-century heritage is a complicated web of rights and contractual obligations that anyone who seriously wants to provide access to historical material has to engage one way or another.

And then when I was with the National Endowment for the Arts, we had the opportunity to partner with the Recording Industry Association of America [RIAA] on a project called Songs of the Century, which made some historical recordings available to classrooms around the country on a limited basis. I think that experience demonstrated to me the potential that was there.

If we can find good public policy partnerships that link up the public interest with copyright owners, with those entities that actually control these historical collections... It wasn't that long ago, I mean, the early 1960s, RCA Records actually disposed of significant parts of its historical master disks simply because it was determined that they would never have any present or future commercial value.

And while I think it's great that the contemporary value of historical music and moving images makes some parts of our heritage a part of the marketplace today and gives a certain vitality to old material, it also is a kind of cruel triage mechanism that takes some parts of cultural heritage and kind of consigns them to perpetual obscurity.

I mean, if it can't be sold today, it's just not going to be brought forward, and in some cases down the line, as corporations make tough decisions about how they control expenses. I can envision another era in which some things will be determined to have no value and will be disposed of.

And again, I'm not one that advocates saving everything, but if we're going to begin to dispose of heritage material, it should be done on a more sophisticated basis than simply some contemporary assessment of whether it can make money in the current marketplace.

Cunniffe: Is the Library of Congress effort in the Music Registry related to this?

Ivey: I think it can be related to it. The Music Registry parallels what's already been under way in the world of film for five or six years. It's an effort to identify the most important individual recordings or blocks of recordings. Again, we're dealing with 20th-century heritage and shining a special light on those parts of America's recorded sound heritage.

The mechanism is to assemble a panel of experts and pick the most historically important, or artistically important, recordings and then work with the owners of those original master disks to make sure that there are some special preservation efforts extended toward those particular recordings.

It requires a negotiation between the library and whoever owns the copyright. I think that illustrates a problem I mentioned in an earlier question, which is that preservation, when it comes to these intangible materials, very quickly converts into questions of access.

Cunniffe: Of access and ownership. Yes. You know, this sounds like a very large effort that will involve not only the owners, but the government and private individuals and foundations and nonprofits. Is what you're doing here at Vanderbilt at all relevant to this effort, or is that another parallel effort you're working with?

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Ivey: Heritage is a component of what we're interested in here at the Curb Center. The Curb Center for Art, Enterprise, and Public Policy is a cultural policy research center that is oriented toward for-profit arts. While I was chairman of the National Endowment for the Arts, somewhat ironically I became convinced that cultural policy in the U.S. is really made by the for-profit arts industries and by government regulators and by legislators.

So rather than spend another few years trying to figure out how to justify a new performing arts center as an economic engine in a city in the Midwest, we're going to spend our time looking at how copyright extension or HBO's production policies or work-for-hire issues shape the cultural landscape.

Now, it's not our primary question, but heritage is an important part of that equation because you'd frame the question as, How do America's arts industries deal with heritage that they have helped to create and that they now control? What are their policies in terms of citizen access?

And how do we find as a society the appropriate balance point between protecting the legitimate commercial interests of companies that control this product and the citizens' right to have reasonable access to our own cultural heritage, so that we can provide for our children and for society in the future some sense of cultural continuity?

And that conversation has not begun. I'm hoping that by talking with librarians who deal with special collections, unusual materials, who have encountered many of these challenges, we will begin the conversation at a high level and that we can move it gradually into the interest – onto the radar screen – of the broad American public and then ultimately to the halls of Congress and to corporate boardrooms so that we can resolve questions of preservation and access before there's some major loss.

Cunniffe: So you're not advocating a government eminent domain movement to protect this stuff, but you think that a public-private initiative is what we need here?

Ivey: Many of my colleagues – particularly those who are, say, private record collectors or who are the heads of nonprofit organizations that have big collections of historical film or sound recordings – many of them feel that the responsibility should fall entirely on the companies that own the material. I don't think that's fair.

I think that it's up to society to provide incentives or to help with that process in some way. I also think it's up to the companies to understand that they need to provide some kind of reasonable access that protects their interest, but still lets, say, young people in the schools have the opportunity to hear and view important historical, cultural artifacts.

We have in our society a couple of decent examples from the 1960s of movements that did begin with confrontation between the public interest and corporations. Over time, [these issues] resolved themselves into good public policy – that would work around the national environment or work with some parts of the built environment, historic buildings and monuments.

And we did find ways to not undermine the rights of ownership of the companies that own big forests or individuals that own historic buildings, but we did find a way to assert the public interest enough so that we could make sure that things were not simply destroyed or transformed in a way that was contrary to the public interest. And maybe we can find some similar balance points around intangible, cultural heritage from the 20th century.

Cunniffe: OK. What didn't we cover? We didn't cover copyrights. The current legal and copyright environment does not sound very friendly to this effort. As the copyright gets extended and the RIAA and others assert their rights in a very strong manner, how do you see this evolving – since the trend seems to be tighter ownership rather than looser ownership?

Ivey: Copyright has been extended and...ownership rights in historical cultural material have been aggressively protected and pursued by copyright owners. I think it's an indication of how little progress we've made in developing a serious conversation about citizen rights, needs of society, in relation to the rights of owners.

In some other parts of society, like the natural environment and historical monuments, we've had that conversation. Absent any real public concern, it does seem that copyright owners in recent years have been able to expand the reach of copyright without any serious power center kind of standing up and saying, well, this is too much.

And I think it's going to take some time before our society gets to the point that we see the public interest modifying the interest of copyright owners. But the time to start the conversation is now, because with media consolidation, with offshore ownership of cultural assets, if we don't find a way to assert the public interest around some of these questions, we will see significant pieces of cultural heritage either lost entirely or locked away so that for practical purposes they are lost.

Cunniffe: Nations that have a ministry of culture or some equivalent have made some effort. And there are plenty of places that haven't, in addition to America. We have an international audience. Is there anything that you could say to our global members that they should be thinking about in their own cultures and their own locations?

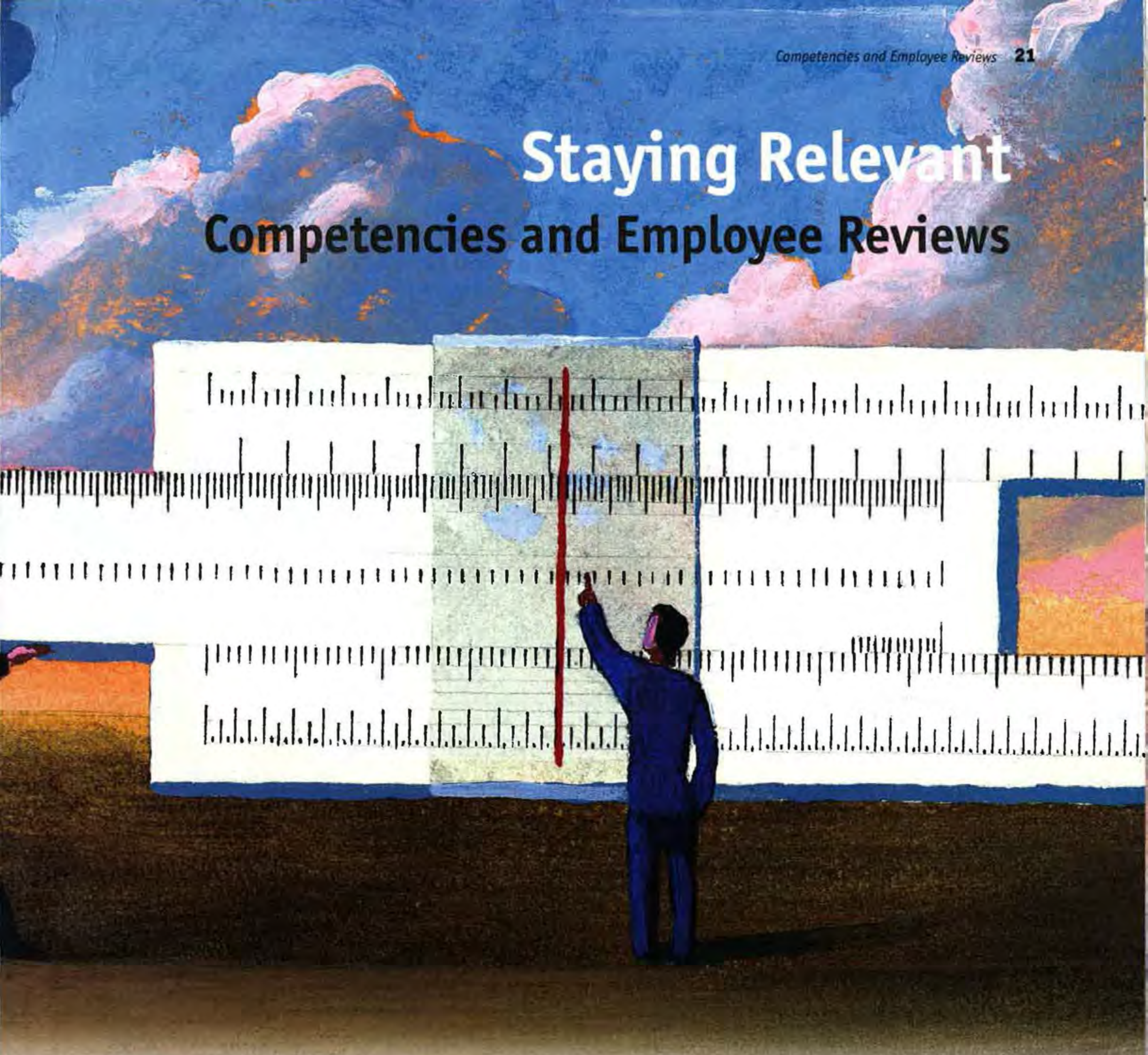
And what about countries that are closer to worrying about the day-to-day needs of their people than their cultural heritage or their intangible assets? Is there any advice you could give to our members who might worry about this happening in their country?

Ivey: Well, there are a number of interesting questions. One is that the United States stands in an unusual position. We are simultaneously not very advanced in our thinking about the character, the value of our own cultural heritage. So on the one hand, we've been relatively uninterested in public interventions around preservation of music and moving images and so on from the 20th century.

On the other hand, because a number of these technologies were developed and advanced early on in the U.S., we are more advanced and more aggressive than many other parts of the world about protecting the commercial interests that we have in these same properties.

There are other nations, both highly developed nations and those that are less developed, that have a stronger sense of the value of their own cultural heritage than the U.S. does. And I think you'd find in other nations there are, for example, cultural patrimony laws where you can't simply buy any cultural artifact from the nation and take it home. There's a negotiation, and in some cases, you can't do it at all.

In the U.S., there is no U.S. cultural artifact that can't be purchased and taken away. And so I think that there are terrific opportunities for a two-way conversation in which the U.S. can bring its very sophisticated thinking about attaching and protecting revenue streams that can be connected to cultural work - but at the same time learn something from countries that understand that cultural heritage has to do with national identity, with national pride, with the integrity of your own society, and that those commercial interests and those commercial systems need to be modified and cannot simply dominate the entire cultural conversation.



Staying Relevant

Competencies and Employee Reviews

By Cindy Romaine

Consider a young, newly minted information professional - we'll call her Lori. Lori's upcoming annual performance review looms like a date with the dentist. In two days she will be forced to repeat the agony of a year ago, when she underwent her first such ordeal and was amazed at the various "picky" comments she received on her evaluation. Pencils chewed to a nub litter her cubicle, and her fingernails have been gnawed to the quick. Yet her old-line boss wants her self-appraisal the day after tomorrow, and Lori is staring at a blank screen.

As she tentatively writes some bland platitudes suitable for inclusion in almost anyone's performance review, a little voice on her right shoulder consoles her, in the persona of Mother Theresa. "Yes, child, those are wonderful accomplishments. You have mastered the Boolean logic on every conceivable search engine. You are a good person!"

But on her left shoulder she feels the presence of Perry Mason, whose thunderous voice leaves her feeling like the hapless Hamilton Burger. "Your Honor! Those sentences are irrelevant, incompetent, and immaterial! The witness is making a mockery of this court!"

Cindy Romain has been the "Librarian of the Stars" at the Nike Design Library for the past 14 years. She is chair of the SLA Public Relations Committee, and past president of the Oregon Chapter.

Torn, Lori consults a long-time friend who is a senior SLA member and has acted as a valuable mentor in the past. Her friend gently steers Lori to the SLA website, where she downloads the 2003 *Competencies*

document. There, before her eyes, are the phrases and wordings she needs to elucidate her accomplishments. Her career goals are put in the more comprehensive context of her personal and professional competencies. She embraces the soothing words of Mother Theresa, while Perry Mason is left to consult in whispers with Della and Paul.

Consider a second scenario. A senior information professional we'll call Amy has been in turmoil for the past week. Her vibrant, energetic startup has been purchased by an international corporation. Amy has just met her new boss, a cross between Donald Trump and Steve Jobs, and her stomach is in knots. Her self-appraisal is due on his desk at 8:00 the following morning.

Amy hasn't written a self-appraisal in years. She hasn't even had a job description for 18 months. She was hired for her technology skills, but the new boss has is asking her to discuss specific questions: "How are you relevant? What skills do you bring to the party? Why do I need you?"

Meanwhile, Amy has several internal customers queued up at her desk, pleading for credible information research to help them solve the same riddles for themselves.

Fortunately, Amy has been involved with her professional organization for years, and she has watched with casual interest as the *Competencies for Information Professionals of the 21st Century* document took shape. She knows the debate inside and out. And she knows what she does to bring value to the organization. In between talking several employees down from their own anxiety attacks, she logs on to the SLA website, reviews the *Competencies* document, and begins to build a case for her very existence.

As these scenarios illustrate, and as we all know from personal experience, one of the most anxious times for an employee can be during the annual performance review. The uncertainty of knowing whether your expectations are in sync with management objectives can be unsettling, to say the least.

Yet this is the very time to make an open assessment of where you are and where you want to be. This is when employees have an opportunity to set meaningful goals and objectives that can guide their development into seasoned, senior workers. While nobody can make themselves "bulletproof" against the slings and arrows of outrageous layoffs, there are strategies and tools that can make the process less painful.

One of those tools, developed by SLA over the course of several years, is the document entitled *Competencies for Information Professionals in the 21st Century*. Available at www.sla.org/competencies, it provides key insights for recent graduates as well as senior members.

The *Competencies* document, first published in 1997, attempted to "synthesize and build on earlier work in the light of ongoing social, technological and workplace change," according to the 2003 edition. The current edition goes on to state that information professionals "play a crucial role in gathering, organizing, and coordinating access to the best available information sources for the organization as a whole. They are also leaders in devising and implementing standards for the ethical and appropriate use of information."

Guiding the practitioner are Professional Competencies, which relate to the knowledge of information organizations, resources, services, and applying tools and technologies. Personal Competencies are the set of skills and values that enable information professionals to remain flexible and positive in an environment where change is constant.

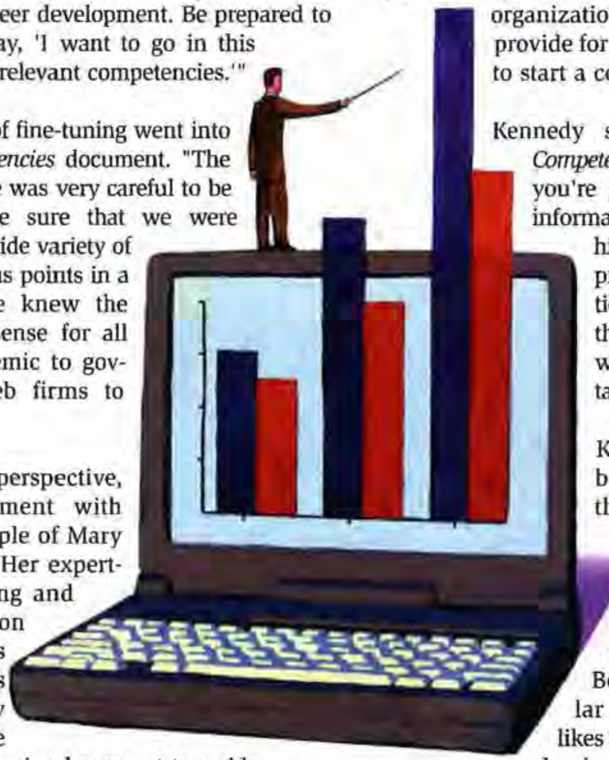
The third set, Core Competencies, can be summarized as contributions and ethics. These core competencies "anchor" the two previous sets. According to the *Competencies* document, "As educated professionals, [information professionals] understand the value of developing and sharing their knowledge; this is accomplished through association networks and by conducting and sharing research at conferences, in publications, and in collaborative arrangements of all kinds. IPs also acknowledge and adhere to the ethics of the profession. The importance of these two cardinal core competencies cannot be emphasized enough – these are paramount to the value and viability of the profession."

Rebecca Jones, principle of Dysart and Jones Associates and one of the authors of the *Competencies* document, noted in a recent interview that studying the *Competencies* document would give new information professionals "a good indication of the areas they could focus on or the skills they could develop for a particular job or for their career path." She said that even glancing through the work the committee prepared will "reinforce what makes the profession unique and distinct from other professions," which in turn shows how the information professional is relevant to the organization.

Pressed to expand a little, Jones noted that career paths aren't necessarily a linear progression. "Information professionals shouldn't feel that the only career path is towards management; they may chose to grow their career in different competency areas, like switching from Resources to Services. Experts say that most of us will have

at least three careers. These may or may not be 'upwards' or be in the information professional environment, and I'm a great example of that. I say I went 'over the wall' to see the other side and learn from it. I worked in different functions that all were information intensive, like IT, Training, and HR – and I could see that everyone else has the same issues."

Thanks to her work in related disciplines, Jones brings a good perspective to the search for help with career growth. She recommends that before going through the annual review process, information professionals read the *Competencies* document and ask themselves some searching questions. "Which competencies ring true, and relate specifically to the role you are currently performing?" she asks. "A lot of work has gone into the wording, so use it in your self-appraisal. See if there are things expected of you that are really not in the realm of what you should be doing as an information professional. Think of the review process as an opportunity to do some career development. Be prepared to look at your career and say, 'I want to go in this direction and these are the relevant competencies.'"



Jones points out that a lot of fine-tuning went into the creation of the *Competencies* document. "The wording that we chose here was very careful to be all-encompassing, to make sure that we were addressing the needs of a wide variety of environments and at various points in a person's career path. We knew the document had to make sense for all environments, from academic to government to fledgling Web firms to Wall Street."

For a slightly different perspective, we discussed the document with Mary Lee Kennedy, principle of Mary Lee Kennedy Consulting. Her expertise is focused on designing and implementing information and knowledge programs that help organizations work smarter. Kennedy was enthusiastic about the idea of using the *Competencies* document to guide employee performance reviews and implement personal career goals. According to Kennedy, who led the Knowledge Network Group at Microsoft, "Microsoft is very goal-based in performance reviews. Reviews are tied to the business plan, which in turn is tied to the strategic plan. So a performance review is a yearlong activity, not just something you do once a year. It is tied to making a difference in the direction the team is headed."

She cited the S.M.A.R.T. acronym for good performance feedback: specific, measurable, actionable, realistic, and time-bound. "Goals were reviewed at mid-year," she recalled. "There was lots of mid-course checking. We had quarterly reviews on a department level to keep the managers accountable. Skills development was a key activity. The organization has a set of competencies that they want everyone to have. Another set was specific to management or the individual contributor role. Those goals, competencies, and skills would be chosen with your manager; eventually you'd agree to one to two competencies to develop, based on the five to seven in your job description."

Naturally, issues arise when an employee has failed to demonstrate key competencies. To be proactive, Kennedy recommends a personal "gap analysis" to identify areas you will emphasize over the coming year, which is then put together with a developmental plan to accomplish that goal.

"Partnering is so important," Kennedy noted. "You need to identify an opportunity and go after it. A lot of information specialists don't report to information professionals, so their management structure may not be aware of all the different paths your particular career may take. Even if you do report to an information professional, you probably should seek input from your customers, your partners, and your organization. Those discussions can actually provide for a common language, or a platform to start a conversation."

Kennedy stresses that knowing the SLA *Competencies* can help you "articulate what you're good at." You could educate non-information professional managers by citing highlights from the document that provide the context for your capabilities. That, in turn, could present you the opportunity to identify what you want to develop, and allow you to take control of your career path.

Kennedy sees the ability to become a change agent as one of the keys to career development. In the *Competencies* document, becoming a change agent is referred to as "thinks creatively and innovatively; seeks new or 'reinventing' opportunities." Besides going deep into a particular technology or ability, Kennedy likes the idea of information professionals developing what she calls "credible business acumen." Implementing change isn't as difficult as it may sound. "The minute you offer something new, you are creating change," she notes. She recommends bringing a "systems approach" to developing competencies. "Don't forget you are part of the system," she says.

Finally, Kennedy re-emphasizes the most important competency of all: caring for the user. "It's all about the user experience. It's not just about getting them the information, it's everything related to having it. You have to understand what the user wants, why they need it and how they will use it. At the end of the day, it comes down to the user."

Susan Dyer-Preston, a 20-year veteran of managing and developing information professionals at Hewlett Packard, spoke about how the *Competencies* document relates to her experiences in the information industry. One thing has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remained constant: "Employees have to be accountable for their own development. Something for people to think about is, do they have the ability to deal with ambiguity and to be flexible? The business environment can change on a dime. You have to be self-motivated and take initiative. Good information professionals will always ask themselves, 'What skills do I need to develop to be effective?' I look for people who are thinking about that all time. If you're waiting for people to tell you, you're going to miss the boat."

Dyer-Preston brought a pragmatic and seasoned approach to her discussion of what competencies a manager looks for in a new hire. "The way I see it, we're business partners first, and librarians second," she counseled. "New graduates tend to be very library-science intensive, but that's not the first competency that I look for. I look for the job approach. I find that relationship management is crucial inside a business. The questions I want answered are, How do you network? How do you learn about the business? What's your approach to communicating, to teamwork? Can you provide examples of working globally?"

"It is difficult to train job approach," she noted. "People need to come in with an orientation to reaching out to others. It's a true orientation, which is different than skill development. We as a profession need to do a better job of reinforcing how to be a good business partner.

"Part of my job as a manager is to ensure my organization is contributing as a foundational core part of the business, a partner. I want new hires to have solid research and project management skills, and the breadth to see across the business. I want people who own their expertise, and have a point of view about how to apply it to create value."

In many ways, Dyer-Preston echoed Kennedy's Microsoft experience. "You really have to understand your business' objectives and goals, and how your competencies fit in the process. You also have to understand where your expertise fits. Then you can effectively partner with the business to help that show up, and have an impact on business results."

Once a foundation is established, measurable performance goals and competencies can be implemented that benefit the company and the employee. Responding to the needs of the business causes the needs of the employee to fall into place.

Dyer-Preston feels strongly that employees need to see their world from a strategic point of view. "The business is my customer. I'm not there to be a pair of hands for someone. My team's job is to work with the users as a partner, and apply research expertise where it can make the greatest contribution to achieve business goals. They engage in conversations with users about what they are working on, and how a project fits into the big picture."

Building team competencies is based on the business environment, Dyer-Preston says, and not one set of guidelines for everyone in every situation. "I'm looking for core competencies, and the need to build our understanding of this industry. I recommend getting some foundational consulting and negotiation skills. I remind people that they need to be good at identifying key business priorities, and negotiating deadlines. As another manager coached me, knowing what you're saying 'yes' to is more powerful than saying 'no'."

For the last word, let's return to the conclusion of the *Competencies* document:

"These competencies form the basis for growth in the information age...Although the core of the profession remains the same, the methods and tools for information delivery and the scope of the enterprise continue to grow and change dramatically. While maintaining their client and content-centered approach, practitioners increasingly require advanced knowledge of information technology to realize their full potential."

In other words, there are no easy answers, but there are guidelines to study. It's not a magic bullet, and everyone's mileage will vary. But in commissioning the document, the leaders of SLA have taken a giant stride in helping members develop their careers and understand benchmark business skills. And if it helps you write your next self-appraisal without Perry Mason thundering in your ear, all the better!

Essential competencies matrix

Career Stage	Competencies: Professional	Competencies: Personal	Competencies: Core
Newly minted information professional	• apply tools and technologies • learn resources and services • learn the organization	• identify required skills • learn organizational behaviors	• continue learning • develop ethical foundations
Advanced information professional	• manage organizations • manage resources • manage services • train beginners in the application of tools and technologies	• demonstrate value-added for contributions • contribute to organization, clients, and profession	• share best practices • train beginners in tenets of professional excellence

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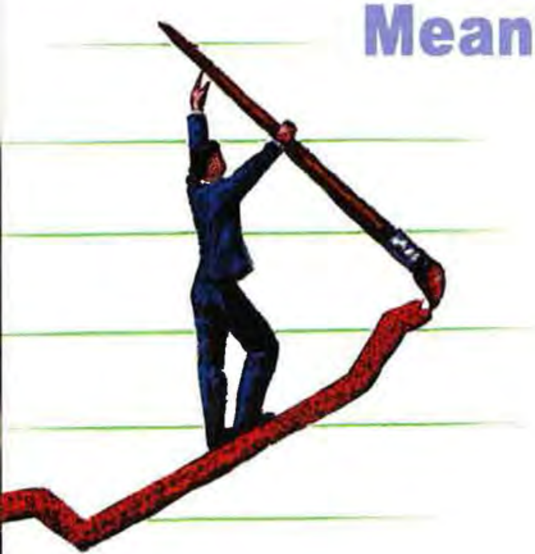

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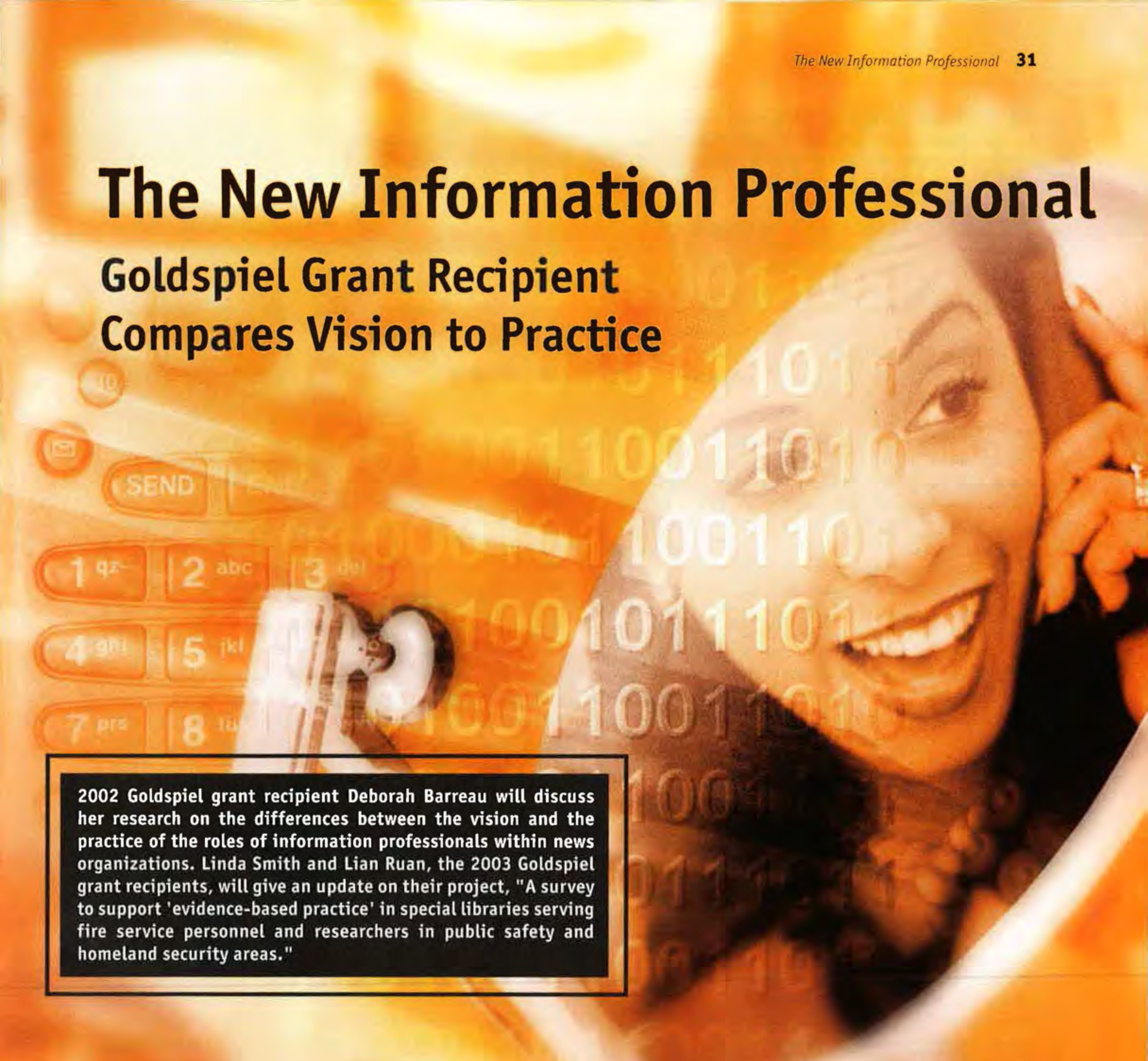
The New Information Professional

Goldspiel Grant Recipient Compares Vision to Practice



2002 Goldspiel grant recipient Deborah Barreau will discuss her research on the differences between the vision and the practice of the roles of information professionals within news organizations. Linda Smith and Lian Ruan, the 2003 Goldspiel grant recipients, will give an update on their project, "A survey to support 'evidence-based practice' in special libraries serving fire service personnel and researchers in public safety and homeland security areas."

By Deborah Barreau

Overview

Budget pressures have caused some corporations to close their libraries in favor of providing workers access to organizational intranets, online databases, and the resources of the World Wide Web. Among the libraries to succumb to these pressures and close their doors are the Apple Computer library in 1997, the Universal Studios research library in 2000, and the Time Warner corporate library in 2001. As more people turn to the Internet and other online sources for their information needs, the library's role in the corporation is in question. Scholars and practitioners are struggling to understand the implications of these developments for our institutions, our professions, and the information-seeking needs and behaviors of our patrons and customers. Some have predicted that libraries and librarians will become obsolete.

Deborah Barreau, Assistant Professor, School of Information and Library Science, University of North Carolina at Chapel Hill

Funded by the Steven I. Goldspiel Memorial Grant of the Special Libraries Association

A more optimistic vision of the future suggests that the technological environment will enable information resources and information professionals to become more valued and more closely integrated with the work of their organization. Those who espouse this vision predict that information professionals will be members of collaborative teams who assist staff in defining information needs, compiling document collections, anticipating and satisfying requests, delivering resources and services to the team, training new employees, and providing input into the design of organization-wide systems, technologies, and collections. This vision is an exciting one, but one that raises questions. How receptive are workers to collaborating with information specialists whose roles and backgrounds may be different from the specialties of the team? How receptive are information professionals to moving from a centralized information center to a decentralized and specialized department or work group? What characteristics of organizations, work groups, and information professionals are required for this vision to become reality?

This study was designed to answer some of these questions. The primary research questions are whether this vision of information professionals integrated with and supporting the work of teams will create new roles for information professionals and whether their efforts as part of these teams will be valued differently than in organizations where they remain in a separate, centralized information center. This project examines these questions within the domain of the newspaper industry. The methodology followed is a case study comparing organizations where information professionals have been assigned to editorial departments and teams of reporters with those where roles are centralized in the newspaper library. Two organizations of each type were selected. The four organizations, located in different states on the East Coast, are among the top 100 papers in circulation in the United States.

Methodology

The study assesses the roles of researchers in the two types of organizations (those with centralized research centers and those with researchers assigned to teams) through four tasks. The first task gathered data from front-page stories of the four newspapers every day for three months, September 1 to November 30, 2002. The stories were analyzed to identify content and focus (international, national, state and local, science and health, other), to identify the author or authors and their roles (staff writer, foreign correspondent, wire service, etc.), and to identify any other individuals whose contributions are acknowledged in a tagline at the end of the stories. The purpose of this analysis was to see if researchers are credited for their contributions more often in organizations where they are assigned to editorial teams.

The second task surveyed all of the reporters who authored stories analyzed in the first task for opinions about the assistance they received in preparing those stories. They were asked how often they received assistance from researchers, other reporters, editors, and wire services in preparing those stories, and they were asked to list and rank the kinds of help they received in each case. They were also asked to pick from a list the tasks researchers perform in their organizations. The objective was to see if their acknowledgment behaviors from the first task were consistent with their statements in the second one.

The purpose of the third task was to observe the research function from the researcher's point of view. Site visits were made to the four newspapers to gather organizational demographics and to observe firsthand where researchers are located and how they interact with reporters in the newsroom. In addition, each of the researchers who received an acknowledgment in the stories from the first task was surveyed for comparison with reporter observations.

The final task was to analyze the Newslib listserv to see how the special library community supports the work of researchers.

Results

Information on 2,036 articles was collected from the four newspapers during the three months: 1,045 articles from newspapers with researchers assigned to teams and 991 articles from newspapers with centralized research services. Two hundred forty-two of these articles were omitted from further analysis because they were authored by wire services rather than reporters employed by one of the four newspapers. Information about the subject content and about the individuals who contributed to the article, including authors acknowledged in the byline and contributors acknowledged in a tagline, was extracted and entered into a database for analysis. Of the 1,794 articles analyzed, 519 contained acknowledgments of one or more individuals other than the author, and 88 of these articles acknowledged contributions of researchers. (See Table 1.)

Correlations among several variables were computed to explore relationships. Organizations with researchers assigned to editorial teams acknowledged contributions more often, but the correlation is slight and the results are inconclusive. Fewer than 30 percent of the articles acknowledge

Table 1. Articles in the Study, September 1-November 30, 2002

Organization type		Total articles	Articles authored by staff reporters	Articles acknowledging contributions	Articles acknowledging researchers
Centralized research services	Number of articles	991	831	203	34
	Percentage of total	48.7%	46.3%	39.1%	38.6%
Researchers assigned to teams	Number of articles	1,045	963	316	54
	Percentage of total	51.3%	53.7%	60.9%	61.4%
		2,036	1,794	519	88

Valuating Information Intangibles

Measuring the Bottom Line Contribution of Librarians and Information Professionals

by Frank H. Portugal, Ph. D

A determination of the bottom line value of libraries and information centers has proven difficult due to the intangible nature of the value and the use of archaic accounting systems that for the most part focus on tangible or physical assets rather than intagible ones. The problem is that the intangible value of libraries and information centers may be orders of magnitude greater than their tangible value. To overcome some of these measurement difficulties this workbook presents four different approaches to the intangible valuation of information resources.

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contributions of anyone other than the bylined author. There was a stronger, moderate correlation at .281, between articles with multiple authors and articles that acknowledge the contributions of others (other reporters, editors, researchers, and wire services). When reporters work in teams, they are more likely to acknowledge contributions of others than when they work alone.

When the data were examined for each organization independently, it was clear that two organizations accounted for most (78) of the 88 articles that acknowledged the contributions of researchers. One of the organizations assigns researchers to editorial teams, while the other has a large research staff centralized in a facility adjacent to the newsroom. Possible reasons for this are addressed in the summary.

Reporters

Surveys were sent to 480 reporters who authored one or more stories in the four newspapers during the three months of the study. Only 102 surveys were returned, despite a follow-up mailing. Reporters who returned the surveys said that they sought assistance from researchers almost as often as they sought assistance from other reporters, and more often than they sought help from editors or wire services. (See Table 2.) They sought help from all groups for similar kinds of information, but they relied on researchers particularly for in-depth searches of public records and for researching questions when the reporters themselves were unsuccessful.

Table 2. Frequency of Assistance Provided to Journalists

Source of assistance	None	Once	2–4 times	5–10 times	More than 10 times
Researcher	8	2	31	25	36
Reporter	4	2	34	30	32
Editor	19	6	26	15	35
Wire service	18	10	32	21	20

To assess their awareness of researcher functions, reporters were asked to identify from a list the tasks that researchers perform for their organizations. Reporters at newspapers with centralized research services identified more tasks on average than reporters at newspapers where researchers are assigned to teams. Few of the reporters at either type of organization recognized that researchers sometimes synthesize information and present written summaries of their findings.

Researchers

Site visits and surveys of researchers were conducted to gather data for comparison with the answers of reporters. Surveys were mailed to the 35 researchers whose contributions were acknowledged in the 88 articles described above;

Organization type and researcher	Years of experience	Highest degree	Professional affiliation	Role	Tasks or responsibilities performed
Centralized					
Rsrchr1	3	M.L.S.	SLA IRE	Researcher	13
Rsrchr2	5	M.L.S.	SLA IRE	Researcher	10
Rsrchr3	15	M.L.S.	SLA SCIP	Librarian	11
Rsrchr4	8	B.A. in English	IRE	Journalist Researcher	6
Rsrchr5	2.5	M.L.S.	SLA	Researcher Librarian	8
Researchers assigned to teams					
Rsrchr6	29	B.A. in Poli. Sci.	SLA IRE SNLA	Journalist Researcher	7
Rsrchr7	9	M.L.S.	SLA	Researcher	8
Rsrchr8	26	M.L.S.	SLA	Librarian	9
Rsrchr9	23	M.L.S.	IRE	Researcher	11

Table 3. Researchers

Note: Professional affiliations: Special Libraries Association, Investigative Reporters and Editors, Society of Competitive Intelligence Professionals, and State News Library Association. The organizational roles are how the researchers categorize themselves. The number of responsibilities refers to items checked on the researcher surveys.

9 were returned. (See Table 3.) Seven of the nine were returned from the two organizations previously identified as accounting for most of the researcher acknowledgments. All of the researchers who responded are members of one or more professional associations. The researcher surveys support findings of the reporter surveys, with two exceptions. Researchers say that summarizing information for reporters is a task they perform frequently to avoid overwhelming reporters with too much detail, and they say that they perform technical and managerial tasks that the reporters fail to notice.

The analysis of the Newslib listserv from the study period found no evidence of any of these researchers taking research questions to the list. While many of the researchers participated in the list to share information or answer questions posed by other researchers, they did not use it for their own research.

Summary

There is evidence that researchers in these organizations are engaged in the kinds of activities that are envisioned for the new information professional, including training reporters and building small collections to be used by investigative teams. But it is far from certain that the model of researchers as part of editorial teams will replace the model of a research center, or even that it should. Most reporters did not respond to the surveys, and most of those who did may be among a group who typically acknowledge researchers. Only a fraction of the researchers responded.

What we can conclude from the study is that no model is a panacea. Organizations differ, and the best solutions will be those that fit the particular situation. It is significant that the two organizations where researcher contributions are acknowledged more frequently are organizations where researchers have greater visibility. In one case, the researchers serve teams covering the city or national desks, and in the other, they are part of a centralized research unit. What they have in common is confidence in their abilities and a commitment to the team, be it a team of reporters or other researchers, and organizational policy that officially or unofficially sanctions acknowledgments. There are risks associated with such visibility, including increased accountability and a greater share in the stress associated with deadlines, but the potential benefits are great. Among those benefits is a voice in the future - a share in defining the job and molding it to fit the organization's needs.

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Guy St. Clair Captures John Jacob Astor Award

2004 Award Recipient:
Guy St. Clair

Guy St. Clair has been nominated for the John Jacob Astor Award in Library Studies and Information Science.

Author or co-author of 14 books and dozens of articles, St. Clair has been an expert in knowledge management for over 40 years. His particular field of expertise is knowledge services, which he defines as the convergence of information management, knowledge management, and strategic learning. His latest book on the subject, *Beyond Degrees: Professional Learning for Knowledge Services*, was published in 2003. He lives in New York City.

Guy St. Clair began his career at the Library of Congress in 1960. Two years later he took up the position of reference assistant at the Alderman Library, University of Virginia, in Charlottesville and went on to manage the periodicals department at the University of Illinois Library. After working for the Richmond Public Library (Richmond, VA) as a reference librarian, he became director of the University College Library at the University of Richmond. In 1969, he became the director of cultural programs at the Union League Club of New York and managed this internationally recognized library's private collection of 40,000 volumes.

In 1979, St. Clair was appointed library director of the University Club of New York, where he managed the largest private club library in the world (app. 100,000 volumes) until 1987.

From 1990 to 2002, St. Clair held adjunct faculty positions at the University of Washington (Seattle, WA); the Catholic University of America (Washington, D.C.); Wayne State University (Detroit, MI); and Long Island University (Brookville, NY).

Since March 1984, he has been serving as president of SMR International, a New York-based consultancy practice specializing in knowledge management, strategic learning, and information management.

The eponym for this award, John Jacob Astor, was born on July 17, 1763, in Walldorf near Heidelberg, Germany. He immigrated to the United States in the spring of 1784. He was the richest man in the United States of America when he died on March 29, 1848, and he left $400,000 for the founding of the Astor Library in New York. Out of this Library Foundation came the world-famous New York Public Library.

Since the 240th birthday of John Jacob Astor in 2003, the Checkpoint Charlie Foundation has presented its annual award in cooperation with the Initiative Fortbildung für Wissenschaftliche Spezialbibliotheken und verwandte Einrichtungen e.V. (Continuing Education Initiative for Special Research Libraries and Related Institutions e.V.). Award candidates must be nominated by a jury.

The award enables German or American persons who have made a special contribution to transatlantic knowledge transfer to come to Berlin for a professional conference. Librarians and information specialists from throughout Germany's educational and research fields have the opportunity to learn about the latest developments in the field and to pass these on within their institutions.

The Checkpoint Charlie Foundation, a nonpartisan and nonprofit institution, was founded in 1994 by the Berlin State Legislature and is a legal foundation with political rights in the State of Berlin and within its laws. The purpose of the Foundation is to foster German-American relations with special consideration for the role that the United States played in Berlin between 1945 and 1994.

Since its establishment, the Foundation has planned, supported, and implemented more than 400 German-American projects costing more than 1.8 million. In addition, the Foundation has coordinated the largest teacher exchange program between the United States and Germany and has overseen all of Berlin's nonpartisan activities with its sister city, Los Angeles. Every year the Foundation awards two prizes. The first is the John Jacob Astor Award in Library Studies and Information Science (Checkpoint Charlie Foundation Award). The second award, which the Foundation established with the American Association of Teachers of German, is the "Friedrich Gerstäcker Reisestipendium" (the Friedrich Gerstäcker Travel Stipend), which helps pay for study trips to both Berlin and Germany.

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http://www.sla.org/careerdevelopment

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http://www.irma-international.org/conferences/2004/index.asp

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American Association of Law Libraries (AALL)
July 10-14
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http://www.aallnet.org/events/

copyright corner

Criminal Copyright Infringement

By Laura Gasaway

Most copyright litigation is civil in nature– a court finds that a defendant has infringed and orders the defendant to pay either statutory damages or actual damages and profits. There are also criminal copyright penalties, and Congress has shown recent interest in increasing these penalties. Criminal copyright infringement laws exist to punish infringers who misappropriate copyrighted works that an "author" invested time, creativity, energy, and money to create but lacks the means to protect from such infringement.

Misdemeanors are less serious crimes, and criminal misdemeanor penalties have been a part of the copyright law since 1897. Traditionally available only if the infringement was willful and done for profit, the misdemeanors involved unlawful performances and representation of copyrighted dramatic and musical compositions. So the reproduction and distribution of copies of copyrighted works, even when undertaken for profit, was not a crime. In the 1909 Copyright Act, criminal copyright infringement was expanded to cover all types of works and all types of activities. It continued to be a misdemeanor offense with both willfulness and a financial motive required; the penalties included fines and imprisonment.

The 1976 Act revamped the criminal provisions by changing the "for profit" requirement to infringement conducted "willfully and for purposes of commercial advantage or private financial gain." This phrasing lowered the standard from requiring that the defendant profit from the infringement to merely an intent to profit or gain from the activity. The Act retained the one-year federal prison term but increased the fine from $1,000 to as much as $10,000 generally, and to $50,000 if the work infringed was a sound recording or motion picture.

In 1982 the criminal infringement provisions were amended to make certain types of first-time infringement punishable as felonies (more serous crimes), although most criminal infringements remained at the misdemeanor level in the statute. The types of activities that were classified as felonies depended on the number of copies made or sold within a 180-day period. Increased penalties of up to five years' imprisonment and $250,000 in fines were available only if the infringement involved reproduction or distribution of motion pictures, audiovisual works, or sound recordings. Repeat offenders were subject to the maximum fines regardless of the number of copies or types of works involved. All other offenses continued to be misdemeanors, with maximum fines of $25,000 and one year imprisonment.

The most recent amendment to criminal copyright infringement was the No Electronic Theft Act of 1997 (Net Act), which made it a felony to reproduce or distribute copies of copyrighted works electronically regardless of whether the defendant had a profit motive. Thus, it changed the 100-year standard regarding profit motive but retained the element of willfulness. The ease of infringement on the Internet was the primary reason for criminalizing noncommercial infringement, as well as recognition of other motivations a nonprofit defendant might have, such as anti-copyright or anti-corporate sentiment, or trying to make a name in the Internet world and wanting to be a cyber-renegade. So, the infringement must either (1) be for purposes of commercial advantage or private financial gain or (2) involve the reproduction or distribution of one or more copies of a work or works within a 180-day period with a total retail value of $1,000. Commercial infringers are subject to higher penalties, however. A commercially motivated infringer can receive up to a five-year federal prison term and $250,000 in fines; a noncommercial willful infringer is subject to up to a one-year prison term and $100,000 in fines. The maximum prison term for repeat infringers is up to 10 years for commercially motivated ones and up to 6 years for noncommercial infringers.

Copyright infringers may be sued civilly and prosecuted criminally for the same infringing act. In cases where the alleged infringer has few assets that a copyright owner might recover in a civil suit, the owner may seek to have the government prosecute the infringer as a criminal. In addition to the different remedies and penalties, there are other differences between civil and criminal copyright suits, although the underlying infringing activity may be the same. For example, the civil statute of limitations is three years; for a criminal prosecution it is five years. The burden of proof for copyright infringement in a civil suit is "preponderance of the evidence," while for criminal copyright infringement it is "beyond a reasonable doubt." For civil remedies, it is the copyright owner who brings suits; for criminal penalties, it is the federal prosecutor who litigates the case.

Four essential elements are required to prove felony copyright infringement: (1) a registered copyright exists, (2) the defendant infringed by reproduction or distribution of the copyrighted work, (3) the defendant acted willfully, and (4) the works infringed were at least 10 copies of one or more copyrighted works with a total value of $2,500 within a 180-day period. Willfulness continues to be a very elusive concept, but the statute provides no definition. Case law illustrates that certain types of evidence generally are relevant to prove that a defendant's conduct was willful - for example, that the defendant had legal notice that conduct similar to his was infringement or that he had actual notice that his conduct was illegal. However, under Section 506(a) of the Act, "evidence of reproduction or distribution of a copyrighted work, by itself, shall not be sufficient to establish willful infringement."

Section 506 also details other actions that may give rise to criminal misdemeanor charges: (1) fraudulent placing of a copyright notice on a work, (2) fraudulent removal of a copyright notice, and (3) knowingly making a false representation of a material fact in an application for copyright registration.

In 2003, two bills were introduced into Congress to enhance further the criminal provisions of the copyright law. H.R. 2752, the Author, Consumer and Computer Protection and Security Act of 2003, would strengthen the criminal provisions generally and penalize file-trading in particular. It would classify anyone who downloads even a single song for personal use as a felony copyright infringer. S. 1932, the Artists Rights and Theft Prevention Act, would make it easier for prosecutors to convict individuals who put previously released material, such as movies, software, and songs, on the Internet. Both bills would eliminate the 10 copies and $2,500 value requirements so that even a single act would create liability for felony copyright infringement.

These bills are extremely controversial, and Professor Eric Goldman of Marquette University Law School said of these attempts, "First, it is not acceptable to put average Americans at the peril of going to jail for doing everyday activities. Second, if the existing laws are not yielding the desired results, perhaps they were bad policy, in which case, making them tougher only compounds the initial policy failure."[1]

[1] *"Congress, the New Copyright Bully," c/net News.Com, Aug. 6, 2003, http://news.com.com/2010-1071-5060347.html.*

information trends

Random Thoughts on Context, Content, Librarianship, and Who Is King, Exactly?

By Stephen Abram

IT WAS the best of times, it was the worst of times, it was the age of wisdom, it was the age of foolishness, it was the epoch of belief, it was the epoch of incredulity, it was the season of Light, it was the season of Darkness, it was the spring of hope, it was the winter of despair, we had everything before us, we had nothing before us, we were all going direct to Heaven, we were all going direct the other way - in short, the period was so far like the present period, that some of its noisiest authorities insisted on its being received, for good or for evil, in the superlative degree of comparison only.

Charles Dickens, opening paragraph of *A Tale of Two Cities.*

Reflecting on these words published in 1859, one cannot help but be amazed at how accurately they reflect the ambiguity of our world today - professionally, economically, personally, and globally. The Web will save democracy, the Web will destroy it. Information for all will provide equal opportunity, technology has created a digital divide. Librarians will be disintermediated, librarians have limitless opportunities in a knowledge economy. Interesting, no? Whenever faced with troubling contradictions and ambiguous situations, I find it useful to go back to basic principles and definitions. The current technology dilemmas/opportunities are certainly causing us to evaluate the role librarians play in the world of research and decision-making. So, let's think for a few short paragraphs about the nature of information content, questions, user need, and context. Can we find some visionary direction by doing so? Let's see. (By the way, ironically, I found these definitions using Google's define operator instead of serially searching separate print lexicons.)

What is a 'question'?

"Any statement or nonverbal act that invites an answer." (highered.mcgraw-hill.com/sites/0072483954/student_view0/glossary.html)

Librarians and information professionals improve the quality of the question. I believe that this is our most important skill, one that we continually underrate and underpromote. Yes, we are experts at finding information. Sometimes we think of ourselves as being in the information "business." This is only part of the equation. The magic of librarianship is the interpersonal magic (our professional competencies) that we apply in relating our users' information needs and experiences to organized (and disorganized) content, the Web, and our services. We call that magic the reference interview or research negotiation. And, just like real magicians, we learn our trade. Unlike real magicians, we don't keep our tricks secret.

What is 'content'?

"Content means all forms of information, and without limitation includes: text, formatted text such as HTML pages, interactive and/or dynamic Web pages (such as those generated from data files and databases), images, animation, video and sound files. It may also include software, Web-based output from software applications and Web-based input (i.e. transactions)." (www.murdoch.edu.au/cwisad/glossary.html)

We, as a profession, have certainly changed the content mix we offer and use. How many times do we have to promote that we are more than books, but still respect books? We, as a profession, understand at a very deep level how to use and apply metadata. We can make content dance. We just need to make sure it doesn't dance alone. Remember, Raganathan said every book has its reader. In modern times, every piece of content has a dance partner to experience its lure.

What is a 'need'?

"Anything that is necessary but lacking; 'he had sufficient means to meet his simple needs'; 'I tried to supply his wants.'"
(www.cogsci.princeton.edu/cgi-bin/webwn)

"A state of felt deprivation." (www.prenhall.com/divisions/bp/app/armstrong/cw/glossary.html)

"The perceived difference between the current state and a desired state." (www.beckmanmarketing8e.nelson.com/glossary.html)

Now, with these definitions we start to see the alignment of librarianship with our users. Review the definition of "question" ("any statement or nonverbal act that invites an answer.") and you can see that needful users by their very state of neediness are inviting answers! Such is the value proposition of librarianship – we are necessary by virtue of the neediness of our users. That's the good news. The bad news is that they have so many more opportunities to fulfill their needs (sometimes well) without us – and at their point of need!

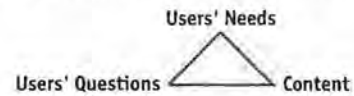
So, let's think about our current information environment. The Web is a vast disaggregated vault of information. It's the best of information and the worst of information. Users are the best of searchers and the worst of searchers. Learners are our future, yet they haven't the skills to be successful. Users can't always determine if their satisfaction with a piece of information is adequate, and indeed, sometimes aren't even aware when content is bad or dangerous. Budgets are stressed, yet we buy more information than ever. So, what is the right frame in which to view the future of knowledge, information, and librarianship?

What is 'context'?

"Everything – social, cultural, political, historical factors – that surrounds a particular event or development of thought. These are the forces of influence at play when the event actually occurs. Greater knowledge of the context of a thing leads to a deeper understanding of and more balanced perspective on its nature. But, such knowledge can be gained only through extensive reading and investigation."
(www.utexas.edu/cola/depts/ams/lskills/gloss.htm)

Users bring a variety of context to their work or questions. It can be a work context, or an entertainment or hobby context. Learning is itself a lifelong context, although not always expressly so. When users express a need, it is always in their context and rarely ours. As we are involved less and less in their personal contexts and they satisfy their needs on the Web in the absence of an information professional, teacher, or co-worker, they risk poor performance.

So we have to focus on the magic connection triangle:



What we see here is that the frame or lens to view the technology opportunities that are presenting themselves to us so regularly is one of context. By understanding the deeper currents of change in our society, we become empowered to deliver solutions that rise above the mere management of context and questions, and above the narrow view of user needs as presented on a transactional basis. We are looking for a transformational solution. Our traditional solutions, like online public access catalogs, databases, webliographies, and so forth, as adapted for a Web-oriented environment, are great. They serve as a wonderful foundation for managing content and the user interface - virtual and face-to-face. What we're looking for now are context management solutions. We will be challenged to understand our users in context. It was simpler long ago when they arrived in our libraries and adapted to our context. It's quite different in a world of virtual libraries, e-learning and distance education, portals, and all the varieties of remote access. Now we need to imagine their context and then adapt our services to seamlessly integrate their access and learning into their behavior, workflow environment, and context. We need to stop designing for desktops and design for the real people behind the glass.

So what is context in our world? It can be as simple as learning or essay writing or research or decision-making or journalism or job finding. Information-seeking behaviors change based on context – are users at home or at their desks? In their pajamas or a suit? Stressed or at ease? Is help at hand? For example, we need to imagine the fuller needs of a learner – access to readings is not enough. We need to add tools and advice to support footnote and bibliography creation. We need to add environments for further learning and exploration. We need to do all this with our excellent selection and collection development skills. Lastly, we must add the librarian to the virtual environment – as coach, mentor, and information advisor. Let the Ask-A-Librarian button rule. And, by the way, let's let it link to something more sophisticated than an e-mail form! If we're not there, who will be?

Context rules. Content drools. Long live Context.

This column contains the personal perspectives of Stephen Abram and does not necessarily represent the opinions or positions of Sirsi Corporation or SLA. Products are not endorsed or recommended for your personal situation and are shown here as useful ideas or places to investigate or explore. Stephen would love to hear from you at stephen.abram@sympatico.ca.

information management

New System Archives Information Outlook

By John Latham

These are exciting times for SLA, "Connecting People and Information". This is the last column of mine published from the 18th Street headquarters, but it is the first written for SLA's Information Center (IC), formerly the Knowledge Exchange.

Our move to Alexandria, Virginia, has given us an opportunity to look long and hard at the IC's services and products. One of the IC's priorities is to be a role model for other information centers. To this end, we will be concentrating on information management within the Association. By being indispensable to SLA's staff and management, we hope to set an example for our members.

With this aim in mind, we have renamed this column "Information Management." In the column we will be introducing new IC services and products and discussing general issues of interest on information management. More on that later.

ebrary system to be used for Information Outlook

With SLA's fast-approaching centenary in 2009, it is fitting that SLA has contracted with ebrary, a leading provider of book databases to the library market, to host, distribute, and archive a full-text database of SLA serials and other publications.

Information Outlook will be available through ebrary's interactive platform via the same easy-to-use interface used by hundreds of libraries worldwide. Before the Annual Conference, users will have online access to *Information Outlook* issues from 2003 and 2004. Issues from *Information Outlook*'s inception in 1997 will be submitted to the ebrary system shortly thereafter.

For those not acquainted with ebrary, I can confidently say that you will be impressed with its search and interactive capabilities. It offers full-text searching within and across documents, Boolean search, and search by author, title, publisher, or subject. After opening a particular title, users can highlight any word or phrase, then use ebrary InfoTools™ to instantly link to additional resources on the SLA website or on the World Wide Web.

Members will still have free access to the digital edition of *Information Outlook*. In phase II of the project, other SLA publications will be made accessible within the database at a member-discounted rate. Nonmembers will be able to view, copy, or print pages on a pay-per-view basis. The ebrary database will allow members to access information that is of particular interest to them quickly and efficiently.

In the near future, ebrary will also scan SLA's journal *Special Libraries*, from its first issue in January 1910 to 1996, and many of the SLA books published over the past decade or so. This powerful database will be an invaluable historical resource, particularly for researchers and authors, who will have 100 years of searchable SLA serials at their fingertips.

Document delivery changes

As I mentioned above, SLA's move to Alexandria has been the catalyst for changes in IC services. The routing of serials to staff has been replaced with electronically prepared tables of contents, which will enable IC staff to push appropriate resources to desktops. Full-text access to articles is made available using Factiva's extensive resources. The IC will maintain a reduced number of print subscriptions. Advertisements, certain news columns, and other nontext information keeps us abreast of the latest technology, training resources, and information industry news and can be found only in print.

The current monograph collection of about 3,000 items is being significantly reduced, and the content will focus on the latest technology, Web development and design, and association management. Interlibrary loans will be limited to the loan of SLA videos to chapters, divisions, and other units for training or other events. Interlibrary loan circulation has greatly decreased in recent years, and ebrary's platform will allow us to share the latest SLA publications electronically. Other changes are being considered and will be announced in due course.

SLA's Information Center, as well as the information centers of all our members, has to keep up with technological advances and make more efficient use of its human and electronic resources to provide the best possible service to staff and management.

John R. Latham is the Director of SLA's Information Center and can be contacted at john@sla.org.